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ABSTRACT

This booklet describes the interrelated and complementary educational roles and duties of the school district superintendent, principal, system media contact person, media coordinator, media specialist, curriculum coordinator, instructional staff, system media committee, building media committee, and the community. The descriptions of each role highlight the interrelationships in media program development, indicate the individual roles as local media-related responsibilities are fulfilled, and identify the range of media functions necessary for effective media services. A list of Georgia area media committee members, definitions, and a form for evaluating the booklet are included. (LMM)

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ROLES IN MEDIA PROGRAM DEVELOPMENT: SCHOOL AND COMMUNITY

INITIATED BY THE AREA MEDIA COMMITTEES

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Division of Instructional Media Services
Office of Instructional Services
Georgia Department of Education
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Charles McDaniel
State Superintendent of Schools, 1982

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AREA MEDIA COMMITTEES

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PREFACE

ROLES IN MEDIA PROGRAM DEVELOPMENT: SCHOOL AND COMMUNITY

Educational roles are interrelated and complementary. Through cooperative efforts involving educators, support personnel, students, parents and the community the most effective and relevant media program can be developed. Administrators who clearly state expectations for the media programs provide leadership for innovative development. Curriculum and instructional personnel, explicitly outlining student goals based on assessed needs, establish a basis and impetus for media resources and services expansion. The expertise of media personnel facilitates selection of appropriate resources as well as efficient organization and access and effective utilization of them. Members of the community contribute to the planning process based on community needs and understandings; they also have responsibility for accurately interpreting the media program to other individuals and groups they represent. The descriptions in this publication highlight the interrelationships in media program development, indicate the individual roles as local media-related responsibilities are fulfilled, and identify the range of media functions necessary for effective media services.

The following are the positions and groups that are included: superintendent, principal, system media contact person, media coordinator, media specialist, curriculum coordinator, instructional staff, system media committee, building media committee, and the community. Separate media-related role definitions for people such as media aides, instructional lead teachers, counselors and volunteers are not included. Implications for those and other positions can be identified in related positions; local development of these definitions is encouraged.

As you use this material, you will be aware that within the roles of the various positions represented, applicable activities are repeated such as with the statement, "interprets the media program to the community." That particular statement appears in the listings of responsibilities of the superintendent, principal, media coordinator, and media specialist. This is not intended to create an "everyone responsible--no one acting" situation, but rather would be addressed in each instance within the context of the duties of the particular position.

These descriptions are not intended to be evaluative tools but rather to provide indicators as activities such as the following occur: 1) individuals examine their particular role in the development of media programs integral to the instructional program, 2) administrators seek competent employees, 3) media facilities needs are addressed, 4) media responsibilities at central office level are fulfilled, 5) staff development needs are identified and addressed, 6) job descriptions and related evaluation tools are developed, 7) college faculties develop training programs, and 8) media committees convene and function.

(continued)

PREFACE (cont.)

"Roles in Media Program Development: School and Community" represents the collective generation of ideas by the Area Media Committees during 1980-81 and 1981-82 school years. These committees saw such a document as an essential beginning to general media program development. The professional expertise and advice of those members, listed on the following pages, are reflected in this material.

Each user of "Roles in Media Program Development: School and Community" is encouraged to adapt/expand it, looking past the obvious, in facilitating the most effective media support to instruction in his or her particular situation. An evaluation form accompanies this material. Please return it when completed to the Division of Instructional Media Services as specified on the form.

AREA MEDIA COMMITTEES -- 1980-81

Area I Membership and Agency Affiliation:

Glenn Keebler, Wayne County Schools
Gwendolyn P. Goodman, Chatham County Schools
Marilyn Humphrey, Glynn County Schools
Betty Spaid, Candler County Schools
Pat Stoner, Appling County Schools
Jo Ann Johnson, McIntosh County Schools
Nell Veale, GLRS, Coastal Georgia Center
Jim Darby, Brunswick-Glynn County Regional Library
Constance Brubaker, Georgia Southern College

Area II Membership and Agency Affiliation:

Carol Purvis, Thomas County Schools
Franklin L. Pinckney, Waycross City Schools
Barbara W. Coburn, Dougherty County Schools
Miriam Malcolm, Fitzgerald City Schools
Clora Williams, Terrell County Schools
Marie P. Mitchell, Turner County Schools
Larry Aultman, GLRS, Southwest Georgia Center
W. T. Johnston, Coastal Plain Regional Library
David L. Ince, Valdosta State College Library

Area III Membership and Agency Affiliation:

H. M. Fulbright, Carrollton City Schools
Arthur Forehand, Crisp County Schools
Jan Rogers, Griffin-Spalding Schools
Norma D. Parker, Muscogee County Schools
Donna Silberman, Taylor County Schools
Douglas T. Bennett, Fayette County Schools
Margie Oliver, GLRS, West Georgia Center
Leroy C. Childs, West Georgia Regional Library
Charles Beard, West Georgia College
Jerry Mock, GAIT, West Georgia College

Area IV Membership and Agency Affiliation:

Stanley R. Wrinkle, Cobb County Schools
Snell Mills, DeKalb County Schools
Dorothy W. Blanke, Atlanta City Schools
Jeri Hall, Fulton County Schools
Van Shigley, Douglas County Schools
B. Ruel Morrison, DeKalb County Schools
Randy Dobbs, GLRS, Metro East Center
Mary Louise Rheay, Cobb County Public Library
Venable Lawson, Emory University
Kathy Brock, Douglas County Schools
Marian Gamble, Atlanta Area Center for Teachers

Area V Membership and Agency Affiliation:

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Lonnie Daniel, Gordon County Schools
Dorothea Goodloe, Clarke County Schools
Sylvia Pound, Polk County Schools
Janelle L. Cannon, Rabun County Schools
Mary Helen Banister, Madison County Schools
Jerry Cleveland, GLRS, North Georgia Center
Emily H. Anthony, Northeast Georgia Regional Library
William E. Hug, University of Georgia
Bettye Thompson, Clarke County Schools

Area VI Membership and Agency Affiliation:

William P. Johnson, Laurens County Schools
Terry Check, Screven County Schools
Elizabeth L. Johnson, Richmond County Schools
Judy Rogers Bennett, Emanuel County Schools
Lorene V. Clower, Jenkins County Schools
Robert W. Selwa, Bibb County Schools
Joan B. Holmes, GLRS, East Georgia Center
Elizabeth Moore, Oconee Regional Library
Anthony Strange, Fort Valley State College

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AREA MEDIA COMMITTEES -- 1981-82

Area I Membership and Agency Affiliation:

Glenn Keebler, Wayne County Schools
Morris Ward, Bulloch County Schools
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Betty W. Spaid, Candler County Schools
Pat Stoner, Appling County Schools
Jo Ann Johnson, McIntosh County Schools
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Clora Williams, Terrell County Schools
Marie P. Mitchell, Turner County Schools
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Arthur Forehard, Crisp County Schools
Jan Rogers, Spalding County Schools
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Douglas T. Bennett, Fayette County Schools
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Willis Bolton, Atlanta City Schools
Jeri Hall, Fulton County Schools
Van Shigley, Douglas County Schools
Stanley Wrinkle, Cobb County Schools
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Venable Lawson, Emory University
Mary Louise Rheay, Cobb County Public Library
Kathy Brock, School and Children's Services Division-GLA
Mary Jo Boyd, Library Construction and Services Act Council
Charles Beard, Georgia Library Association
Dorothy Blake, American Association of School Librarians

Area V Membership and Agency Affiliation:

Nevin Jones, Floyd County Schools
W. Jerry Rochelle, Dalton City Schools
Dorothea Goodloe, Clarke County Schools
Sylvia Pound, Polk County Schools
Marquerite Cline, Cherokee County Schools
Gwen Mundy, Hall County Schools
Jerry Cleveland, GLRS, North Georgia Center
William E. Hug, University of Georgia
Emily H. Anthony, Northeast Georgia Regional Library
Bettye Thompson, Georgia Association of Educators
Jane Bandy Smith, Georgia Association for Instructional Technology
Ethelene Jones, Georgia Library/Media Division-GAE

Area VI Membership and Agency Affiliation:

William P. Johnson, Laurens County Schools
Terry Cheek, Screven County Schools
Elizabeth L. Johnson, Richmond County Schools
Judy Rogers Bennett, Emanuel County Schools
Lorene V. Clower, Jenkins County Schools
Joe Owens, Baldwin County Schools
Joan B. Holmes, GLRS, East Georgia Center
Anthony Strange, Fort Valley College
Wanda Calhoun, Augusta Regional Library

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DEFINITIONS

TERMS USED THROUGHOUT THIS DOCUMENT

User: The student, teacher, administrator, parent or community member seeking an instructional resource or service.

Educational Team: Composed of administrative, instructional, counseling, media and other support personnel involved in the instructional processes in school situation.

Instructional Staff: Personnel with major responsibilities for the daily teaching/learning activities in which students are involved.

Media Staff: Personnel with major responsibilities for reviewing, selecting, acquiring and organizing instructional resources; for providing access to and flexible, effective use of instructional resources; for developing materials with teachers and students: and for facilitating development of skills to obtain and interpret information.

Media: The print and audiovisual materials and equipment used in support of the instructional process, encompassing materials and equipment beyond hardbound library books and textbooks. Instructional media incorporates hardbound books, paper-backed and softbound books; magazines; newspapers, duplicating equipment and materials; laboratory equipment and materials; audiovisual equipment and materials (audio and video recordings, transparencies, filmstrips, and films); instructional television: comprehensive learning systems (may include a variety of equipment and materials); self-instructional materials; teacher-made materials, and any other materials and equipment that can be utilized in the delivery of instruction.

Community: Parents and other individuals, business and industry, organizations and agencies impacting and impacted by the educational program.

THE ROLE OF THE SUPERINTENDENT IN MEDIA PROGRAM DEVELOPMENT

The superintendent provides leadership and is the primary force in establishing effective and efficient media programs. In this role the superintendent:

- identifies expectations for the media program and media personnel;
- assumes responsibility for the development of the local instructional media and equipment policy and procedures;
- approves the establishment of long and short term goals;
- assumes resporsibility for interpreting and implementing standards;
- budgets for media program development;
- facilitates recruitment and employment of outstanding media personnel;
- provides for media facilities improvement;
- works with principals to promote instructional/curriculum-related media service;
- provides guidelines to principals for media program development and evaluation;
- appoints the systemwide media committee;
- serves or designates a representative to serve on the systemwide media committee;
- appoints a qualified person to serve as System Media Contact Person for the Georgia Department of Education;
- appoints media professionals to curriculum and textbook selection committees;
- interprets the media program to the community.

THE ROLE OF THE SYSTEM MEDIA CONTACT PERSON IN MEDIA PROGRAM DEVELOPMENT

Although the benefits of a full-time, system-level media professional are recognized, many Georgia school systems are not able at this time to employ such a person. However, each superintendent, on an annual basis, designates an employee to serve as media liaison between the system and the Georgia Department of Education. Appointees represent varied positions statewide; many are either curriculum directors or building-level media specialists. The communication processes established by the System Media Contact Person are crucial to planning effective media programs and making resources available to users. The media coordinator, in systems where one is employed, often performs the responsibilities of this position. The System Media Contact Person:

- coordinates distribution of media-related informational materials from various sources to all schools and appropriate personnel in the system;
- serves on the systemwide media committee to develop the local instructional media and equipment policy and implementation procedures;
- assists with the organization of media committees at the building level;
- assists media committees in defining media goals and developing comprehensive media plans;
- directs the completion of the Instructional Resources Survey; submits the systemwide report;
- submits the annual order for instructional television schedule books and teacher manuals; manages the distribution of those resources;
- coordinates duplication of 16mm films broadcast by the Georgia Public Telecommunications Commission;
- assists local personnel in participating in video teleconferences.

THE ROLE OF THE MEDIA COORDINATOR IN MEDIA PROGRAM DEVELOPMENT

As an administrator, the media coordinator is concerned with all aspects of the media program including services, personnel, facilities, materials and equipment. The successful coordinator is skilled in media techniques, understanding and motivating individuals and groups, conceptualizing the whole as well as the specifics of problems and solutions, and in the integration of media programs with the total curricular/educational plan. At this time, the majority of Georgia school systems do not have this position. In those systems where this position does not exist, administrative decisions delegate the responsibilities for these activities to other personnel. In this role, the media coordinator:

- coordinates the development of media policy and implementation procedures;
- assists with the implementation of media standards;
- develops and administers systemwide media services;
- develops the budget proposal and seeks and administers alternative funding;
- coordinates both immediate and long range planning of media programs;
- serves on the systemwide media committee;
- provides media staff development activities;
- assists principals in selecting qualified media personnel;
- assists schools in developing their media program budget proposals;
- consults with school media personnel;
- serves as media liaison between the system and the Georgia Department of Education, assuming the responsibilities identified as those of the system media contact person;
- consults with administrative, curricular, instructional and media personnel in media program development, facilities design and personnel training;
- evaluates systemwide media programs and assists with the evaluation of building media programs;
- coordinates the selection of media based on the needs of the instructional program and the individual users;
- coordinates distribution of media-related informational materials from various sources to all schools and appropriate personnel in the system;
- insures accessibility to media;

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THE ROLE OF THE MEDIA COORDINATOR IN MEDIA PROGRAM DEVELOPMENT (cont.)

- provides assistance to building media committees;
- interprets the media program to the schools and community;
- maintains awareness of media-related research;
- encourages networking, both within the system and with other systems;
- encourages cooperative activities with other local information/ educational agencies;
- provides statistical information about the media program;
- participates in professional media and educational organizations.

THE ROLE OF THE CURRICULUM COORDINATOR IN MEDIA PROGRAM DEVELOPMENT

(Curriculum Director, Director of Instruction, etc.)

The Curriculum Coordinator is responsible for the process of developing, reviewing and implementing curriculum within the system. This coordinator insures that the curriculum include adequate and relevant media resources that match teaching strategies, learning objectives/activities and evaluation techniques. In this role, the curriculum coordinator:

- coordinates the planning of curriculum development incorporating the use of media;
- promotes effective media utilization in the implementation of adopted curriculum at the system and building levels;
- assists the system media committee and the building-level media committees in identifying resources for specific content areas;
- works with others in providing staff development opportunities in selection and utilization of media;
- provides input to the selection of media based on the needs of the instructional program and the individual users;
- serves on systemwide media committee;
- consults and assists administrative, media and instructional personnel in media program development, resources utilization and facilities design;
- assists in the evaluation of media and its utilization in relation to the systemwide curriculum;
- interprets media aspects of the curriculum to the community.

THE ROLE OF THE SYSTEM MEDIA COMMITTEE IN MEDIA PROGRAM DEVELOPMENT

The Georgia Board of Education requires "...a process for identifying media committees, at the system and school levels, composed of administrators, media specialists, teachers, students and community representatives...." This committee, appointed by the local superintendent, bases its actions on the system's established curriculum and educational goals and objectives. It functions in an advisory capacity to the superintendent and through that position to the local board of education, as well as to the building-level committees In its role, this committee:

- recommends media policies and implementation procedures based on state policies and standards;
- reevaluates media policies and procedures periodically and recommends revisions as necessary;
- analyzes instructional goals and establishes media objectives and priorities;
- interprets state and regional standards and state media policies;
- assesses systemwide instructional needs, availability of resources, media program development and services;
- reviews priorities for media budget proposal and recommends budget allocations;
- plans for immediate and long range media program development;
- establishes procedures relating to the selection and evaluation of media;
- recommends procedures to insure copyright adherence;
- responds through established procedures to formal complaints regarding challenged materials;
- identifies media-related staff development needs and seeks opportunities to address those needs;
- encourages cooperative planning between administrative instructional and media personnel;
- establishes procedures to insure accessibility to all types of media;
- establishes and maintains cooperation with other local agencies;
- communicates media-related information to schools and the community;
- evaluates systemwide media services and recommends modification as appropriate.

THE ROLE OF THE PRINCIPAL IN MEDIA PROGRAM DEVELOPMENT

The principal is the instructional leader of the school, facilitating the process through which instructional and media personnel plan and implement the educational program to meet learner needs. In this process, the media and instructional programs are interwoven and representatives of the school community are involved. In this role, the principal:

- works with staff so that media and media services are interwoven into curriculum development and the instructional program;
- interprets the building media program to the superintendent, teachers, parents and the lay community;
- recommends qualified, innovative media personnel for employment;
- provides leadership in professional growth;
- allocates funds for instructional resources;
- works with the media coordinator to evaluate the media program;
- appoints the building level-media committee;
- meets regularly with the building media committee;
- encourages flexible use of the media center to provide student access at time of need;
- provides time for and encourages teacher/media specialist planning;
- secures and/or encourages support services for the media professional;
- facilitates involving all professional staff in the selection of new media;
- supports and encourages innovative teacher/learning strategies;
- evaluates media personnel and the media program;
- requests that all reading lists are developed with media personnel input;
- promotes cooperation with other informational agencies such as public libraries, GLRS Centers, etc.;
- assists in planning media facilities development.

THE ROLE OF THE SCHOOL MEDIA SPECIALIST IN MEDIA PROGRAM DEVELOPMENT

The media specialist works in the instructional development process as well as in materials evaluation, acquisition, and utilization. As a member of the educational team, this person works with teachers in curriculum planning and in identification, selection and use of resources to meet learner needs. The media specialist is a source for insuring that planned curriculum and media services reflect the optimum relationship between all parts of the instructional program which includes design, objectives, learning activities, resources and evaluation strategies. In this role, the media specialist:

- assists in developing building media policies and implementation procedures within system policies and procedures;
- coordinates the building media committee;
- plans the school media program with the building media committee;
- implements media policies and standards;
- develops media budget proposal based on recommendations of the building media committee;
- plans with and reports to the principal;
- assists the media coordinator in planning for systemwide and building program development;
- creates and fosters a climate that motivates effective utilization of media facilities, resources, and services;
- interprets the media program to students, faculty, administration and the community;
- insures accessibility to media;
- participates in curriculum development and implementation, i.e., serves on curriculum and textbook committees;
- assists teachers in designing instructional and learning experiences;
- selects media based on the needs of the instructional program and the individual users;
- informs users of media center services and resources;
- works with instructional staff to provide learning experiences for media skills development;
- evaluates media services with administrative and instructional staff and modifies as appropriate;

(continued)

- manages the acquisition, processing, organization, circulation, maintenance and inventory of resources;
- produces locally designed materials for and with students and instructional staff;
- plans and implements media-related staff development activities;
- cooperates with the local public library;
- coordinates identification of and access to resources available through other local agencies or community resources, i.e., community resources file;
- assists in selection of media center support personnel;
- participates in professional media and educational organizations;
- seeks opportunities to increase professional skills.

THE ROLE OF THE INSTRUCTIONAL STAFF IN THE MEDIA PROGRAM DEVELOPMENT

The instructional staff is responsible for planning teaching/learning processes and evaluating students' progress. Since media is an integral part of the instructional program, it is the responsibility of the teaching staff to stay abreast of currently available resources and effective utilization techniques. The instructional staff:

- matches media to established learning objectives and test results, and integrates them with specific content areas;
- promotes continuous, purposeful use of the media center, its resources and services by the class, individuals and small groups;
- demonstrates an active interest in selecting materials and developing the collection in his or her subject area;
- demonstrates creative use of a variety of media in his or her subject area;
- plans activities to develop intelligent users of information sources and critical readers, viewers and listeners;
- plans teaching strategies for varying ability levels and learning styles;
- identifies the need for student instruction in media research/reference skills and integrates these skills into assignments within specific content areas;
- serves on the building media committee when appointed;
- seeks the media specialist's services in planning class activities and in designing and producing instructional units and materials;
- demonstrates effective operation and utilization of audiovisual equipment;
- seeks opportunities for professional growth in the skill of using and guiding students in the use of media;
- identifies the need for student instruction in media production skills and teaches them in conjunction with content area;
- cooperates with the media specialist to maintain desired student behavior in the media center;
- encourages students to expand inquiry techniques and to seek alternative methods of obtaining information.

THE ROLE OF THE BUILDING MEDIA COMMITTEE IN MEDIA PROGRAM DEVELOPMENT

The building media committee should be composed of an administrator, media specialist, teachers, students and community representatives. Since the role of the committee is based on learner needs and the instructional program, the structure of the building-level media committee may differ from school to school, even within the same system. The building media committee, in addition to addressing media concerns at the school level, provides input to the system media committee. With this in mind, the building committee:

- develops procedures for implementing the system's instructional media and equipment policy;
- analyzes instructional goals at the system and building levels;
- establishes media program objectives and priorities;
- develops immediate and long range plans for the media program;
- recommends priorities for budget proposal;
- participates in evaluating and modifying media services;
- recommends media policy revisions;
- assesses instructional needs and available media resources;
- establishes processes for insuring input to media selection;
- recommends procedures for insuring accessibility to media;
- encourages cooperative planning among administrative, instructional and media personnel;
- responds through established procedures to formal complaints regarding materials used in the school;
- recommends procedures to insure copyright adherence;
- assists with identifying, planning and implementing media-related staff development activities;
- provides information to the school and community about available media-related resources and services;
- recommends procedures for establishing/maintaining cooperation with other agencies, i.e., public library.

THE ROLE OF THE COMMUNITY IN MEDIA PROGRAM DEVELOPMENT

The community, as defined here, is composed of individuals, cultural and informational agencies, organizations, and business and industry. Since the community is the environment in which the student interacts, it has a unique role in the educational process. Community use of school resources and school use of community resources are beneficial to both the community and school. Involving community members in planned and coordinated volunteer activities contributes to achievement of instructional objectives and educational enrichment. In its role, the community:

- stimulates awareness of available media resources and services through existing informational channels;
- provides assistance in planning for the use of media in development of student skills necessary for employment in the community;
- provides constituents for appointment to media planning committees;
- influences media-related legislation and funding;
- promotes positive attitudes toward the utilization of a variety of resources in the educational process;
- provides information and services, i.e., resource speakers, field trip sites;
- encourages cooperative activities among community agencies.

12-1-82

EVALUATION OF RESOURCE

Provided by Division of Educational Media Services

Your position:

System administration	____	Building administration	____
System curriculum	____	Building instruction	____
System media	____	Building media	____
Media educator	____	Other	____

To help us determine how we can assist local systems to improve media programs, we need to know how the information in this resource meets your needs. Please answer the following questions:

1. Title of resource:_____

2. Is the information appropriate and is sufficient information included?

   YES____ NO____ Partially____

3. Do you feel that this resource has adequately met your needs?

   YES____ NO____ Partially____

4. If not, please list needs that still exist and suggest how we can help you meet them.

5. Do you have suggestions about how the resource can be improved?

   A. Additions

   B. Deletions

6. Do you feel that this method of dissemination effectively meets your request for assistance from the Division of Instructional Media Services?

   YES____ NO____

7. Date:_____

Please return the completed form to Services Unit, Division of Instructional Media Services, Twin Towers East, Suite 2054, Atlanta, Georgia 30334.

If you need further assistance, please write us at the above address or call 404-656-2418.

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